

**KENTUCKY BOARD OF EDUCATION
RETREAT AND REGULAR MEETING
AUGUST 3-4, 2011**

**KENTUCKY SCHOOL FOR THE DEAF (August 3 Retreat Meeting)
DANVILLE, KENTUCKY**

**STATE BOARD ROOM (August 4 Regular Meeting)
1ST FLOOR, CAPITAL PLAZA TOWER
FRANKFORT, KENTUCKY**

SUMMARY MINUTES

The Kentucky Board of Education held its retreat meeting on August 3, 2011, at the Kentucky School for the Deaf in Danville, Kentucky and its regular meeting on August 4, 2011, in the State Board Room, First Floor, Capital Plaza Tower, Frankfort, Kentucky. The board conducted the following business:

Wednesday, August 3, 2011

CALL TO ORDER

Chair David Karem called the meeting to order at 10:00 a.m. and asked that everyone please turn off or mute their cell phones. He thanked the Kentucky School for the Deaf staff for all of the preparation done enabling the board to have its retreat at KSD and to conduct the graduation ceremony later this afternoon for former KSD minority students. He then asked Mary Ann Miller to call the roll.

ROLL CALL

Present for the meeting were C.B. Akins, Dorie Combs, Judy Gibbons, Billy Harper, Martha Jones, David Karem, Roger Marcum, Brigitte Ramsey, William Twyman and Mary Gwen Wheeler. Absent were Jonathan Parrent and Robert King. Mr. Parrent joined the meeting in progress later on August 3 at 10:27 a.m. and Dr. King joined the meeting the next morning, August 4.

STRATEGIC PLAN UPDATE

Commissioner Holliday began the presentation by saying the College and Career Ready Delivery Plan is being implemented and noted that more planning will occur over the next two years. He then introduced Karen Dodd, Director of Strategic Planning and Delivery and asked her to give a brief presentation on the board's and department's strategic plan.

Ms. Dodd proceeded to use a PowerPoint presentation titled "Kentucky Board of Education Strategic Plan". The main points within the presentation were as follows:

- The agenda for the PowerPoint would be Vision and Strategic Priorities, How the Work Relates, Objectives and Goals, the Methodology, College and Career Ready Strategies, Next-Generation Professionals and Timeline.
- The vision behind the plan is “Every Child Proficient and Prepared for Success”.
- The KBE strategic priorities are Next-Generation Learners, Next-Generation Professionals, Next-Generation Instructional Programs and Support Systems, Next-Generation Schools/Districts and Strategic Process Development for KDE Support and Guiding Processes.
- 2015 target metrics have been developed with student outcomes. The model is a pyramid with KDE work at the bottom to answer the questions “What are we going to do if we are not on track?”; the next layer being project management to answer the question “At any given moment how do we know are on track?”; the next layer being the strategic plan telling us “How are we trying to do it?”; and then the top layer being delivery or “What are we trying to do?”
- Next-Generation Learners objectives and goals were reflected in the next slide with the objectives being all students performing at or above proficiency and showing continuous improvement (proficiency); all students will succeed (gap); every student will graduate from high school (graduation); and every student will graduate from high school college/career ready (college/career ready). Each objective had one or more corresponding goals.
- The Next-Generation Professionals objectives and goals were dealt with next with those objectives being every student will be taught by an effective teacher and every school will be led by an effective leader. Again, each objective had a corresponding goal.
- Next-Generation Instructional Programs and Support Systems objectives were presented with the objective being use data to inform decision-making as well as teaching and learning with two corresponding goals. In the area of Next-Generation Schools/Districts, the objective was all schools and districts are effective with one corresponding goal.
- The strategic process development for KDE Support and Guiding Processes had two objectives that read KDE support and guiding processes are effective and efficient and KDE fully complies with federal and state regulations and requirements. Each objective had one or more goals.
- Deliverology was explained in five steps of develop a foundation for delivery, understand the delivery challenge, plan for delivery, drive delivery and create an irreversible delivery culture.
- The next slide reflected the delivery chain that indicated the people and organizations that are responsible for implementing the strategies.

- At this point, Associate Commissioner Felicia Smith talked about the college and career readiness strategies, which are persistence to graduation tool, career readiness pathways, district 180/ turnaround, academic/career advising, new accountability model, innovative pathways/student success, course and assessment alignment, acceleration and target interventions. She also explained the college and career readiness trajectory.
- Larry Stinson then talked about the multiple measures within the Next-Generation Professionals area that will make up the rubrics for the teacher effectiveness and principal effectiveness models. Those measures include observation protocols, artifacts and evidence, professional growth, student growth, analysis and reflection, and student/parent voices.
- Ms. Dodd then summarized the timeline for delivery plan development as follows: graduation/college and/or career ready, April 2011; proficiency, August 2011; gap, December 2011; Next-Generation Professionals, December 2012; effective schools and districts, January 2013; and data-informed decision-making, December 2013.
- She closed with sharing the link where board members can find the delivery plans and strategic planning reports which is:
<http://www.education.ky.gov/kde/administrative+resources/commissioner+of+education/unbridled+learning/>.

The floor was opened up for questions.

Dr. Holliday commented that the board might consider for his evaluation how the progress on the trajectory for college and career readiness is doing. He said that he also encourages local boards to do the same in the evaluation of superintendents. Holliday noted that there are very few evaluations being done based on student impacts.

Next, points were raised by Dorie Combs, Bill Twyman and Roger Marcum regarding more time needed for professional development of teachers, how to define professional growth and the importance of accountability for teachers, principals and superintendents. Mary Gwen Wheeler added that the issues of teacher preparation and teacher retention need to be considered as part of an evaluation system with an overall continuum on how to improve teacher and principal effectiveness. She suggested that guiding principles to guide the teacher and principal effectiveness model be brought forward to the state board at a future meeting and that these be approved by the board as it moves forward on this topic.

Commissioner Holliday agreed that these guiding principles could be developed by the teacher and principal effectiveness committees and brought forward to a future meeting of the state board as part of this work.

C.B. Akins said he only had one concern with the strategic plan discussion and that was the need to ramp up the minority superintendent intern program to get candidates hired and then mentor them while on the job.

Other members agreed that this needed to be focused on and Commissioner Holliday said he would focus on this in the goals he brings back for his evaluation.

Larry Stinson reminded the board that relative to the teacher and principal effectiveness evaluation system, 50 districts would be piloting the system in 2011-2012. He shared that all districts would be piloting the system in 2012-2013 and then in 2013-2014, all districts would implement the system for the first year and be held accountable for it.

Commissioner Holliday noted that there are two paths available to final implementation of the teacher and principal effectiveness evaluation system. He said that one way would be through the legislature and the other would be review and approval of the teacher and principal effectiveness system by the Kentucky Board of Education with a requirement that all districts, teachers and principals must meet the standards.

Brigitte Ramsey said that she was concerned that student growth is not central in the system.

Commissioner Holliday said that in the Next Generational Professionals and Gap Delivery Plans, the board will see more of an emphasis on student growth when these come forward in the future.

ANNOUNCEMENTS

Chair David Karem announced that the board would now recess for lunch in Grow Hall from 12:00 noon to 12:45 p.m. and reconvene with the full board items after lunch.

703 KAR 5:230, NEXT-GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT (FINAL)(ACTION/DISCUSSION ITEM)

Associate Commissioner Felicia Smith indicated that today staff is seeking guidance on the regulation and sharing feedback from stakeholders. She called the group's attention to page 12 in the agenda book that summarized feedback from the School Curriculum, Assessment and Accountability Council (SCAAC) and from the Superintendents Advisory Council. She stated that feedback included SCAAC's advise to have a field test year for world languages and K-3 just like the other three program reviews, use the coming year with arts and humanities, practical living/career studies and writing to get validity and reliability advice and include stakeholders around the issue on world languages to discuss potential fiscal impact. Smith continued that the Superintendents Advisory Council advised to leave K-5 out of the program review for world languages, discuss whether to include the world language program review at the middle school level and make the world language program review a high school requirement.

C.B. Akins, David Karem and Roger Marcum all emphasized the need for learning a language early in the educational career of children and that they would recommend going the opposite way as the superintendents' recommendation to have K-5 left out of the program review for world language.

Dr. Holliday said that he recommends a change in the regulation to say 2013-14 for accountability with the validity study for K-3 and world language to occur in 2012-13.

David Karem emphasized that he has seen three-year-old children who are starting to become literate in Spanish. He asked how the board and department might get the message out that we must move to becoming bilingual.

Commissioner Holliday asked if the timeline is acceptable for world language and K-3 if stakeholders are included in discussions around the potential fiscal impact of world language in 2011-12, the program reviews are validated for K-3 and world language in 2012-13, and then these program reviews being part of the accountability in 2013-14. He also said that the board needs to decide if world language comes out of the program review at elementary.

David Karem said the resources seemed to be in the wrong place for world language and Roger Marcum said while there are no models in other states for this, there are models of early language learning in other countries.

Commissioner Holliday suggested putting K-3 back in the previously discussed timeline and that staff bring forward final language on this tomorrow for the board to approve.

Felicia Smith then called the board's attention to page 15, line 16, where the Office of Education Accountability asked for a technical amendment for that line to read "the weights shall be redistributed proportionally."

Chair Karem brought the discussion to a close and said that the regulation would be brought back for final approval tomorrow with the changes that were discussed.

DISCUSSION OF WEIGHTS WITHIN THE NEW ACCOUNTABILITY SYSTEM AND FINAL APPROVAL OF 703 KAR 5:220, SCHOOL AND DISTRICT ACCOUNTABILITY RECOGNITION, SUPPORT AND CONSEQUENCES (FINAL) (ACTION/DISCUSSION)

Associate Commissioner Larry Stinson first went over the changes to 703 KAR 5:220 that had been made since the last meeting and noted that the changes were highlighted in the regulation having the draft date of 8-2-11.

C.B. Akins asked in Section 4 how the model keeps from masking low performance of subgroups with the overall score.

Commissioner Holliday responded that relative to the achievement gap, consequences will occur if the school or district is three standard deviations below the mean.

Jay Parrent asked if the board could build in relief from the regulation as a reward.

Commissioner Holliday said the board might look at building this in as a criterion for waivers that come to the board.

Stinson pointed out that on page 5, line 14, that "working days" would be inserted for clarification.

In looking at the chart that Stinson had given out illustrating the school/district classification and the category/qualifications, Brigitte Ramsey suggested that the “proficient-on the move” category should go above the proficient box. Stinson replied that staff will look at whether that change should be made.

At this point, Ken Draut discussed with the board the requirement within 703 KAR 5:220 that specifies having one overall score and the weighting of the components making up that score. Draut noted that the feedback coming forward indicates that the previous weighting that the board was considering to give emphasis to program reviews lowers the value of science and social studies. Draut stated that both the School Curriculum, Assessment and Accountability Council and the Local Superintendents Advisory Council are recommending a weighting of 65, 20, 15.

Judy Gibbons stated that she did not like program reviews counting more than science and social studies.

Mary Gwen Wheeler suggested that the board could just do three separate pieces and not an overall score.

Commissioner Holliday emphasized that the state must have the ability to do federal Adequate Yearly Progress and thus must have an overall score.

Dorie Combs said she agreed that science and social studies should not get lost but noted she is concerned about the professional piece being manipulated to make good evaluations be the outcome. Combs advocated for watching the amount of weight placed on the teacher and principal evaluation component. She recommended a weighting of 65, 25, 10.

Commissioner Holliday noted that in any accountability system, unintended consequences occur, such as people teaching to the test or cheating. He said that same logic could carry over to the program review. Holliday stated that the department is glad to do any weights based on the guiding principles found on page 21 of the Agenda Book.

Bill Twyman echoed Judy Gibbons’ proposal for more weight on science and social studies as did Jay Parrent. Parrent also supported a lower weight for the teacher and principal effectiveness piece and suggested a weighting of 70, 20, 10.

Roger Marcum noted that he doesn’t know if he agrees with science and social studies being more important than art and other subjects.

Mary Gwen Wheeler asked to look at a weighting of 65/35 with no weight on the professional component.

David Karem thought that 65, 25, 10 gives more attention on the science and social studies issue and still gives some attention to the professional component.

Dorie Combs and Brigitte Ramsey said that 70, 25, 5 would get social studies and science weights up as well as the weight of program reviews and still give attention to the professional component.

David Karem said that his problem with 70, 25, 5 is that it is too low in the professional component when parents know how important teachers and principals are to the success of their students.

At this point, Billy Harper moved to weight the components of the overall score at 70 for next generation learners, 20 for next generation instructional programs and support and 10 for next generation professionals. Judy Gibbons' seconded the motion.

Mary Gwen Wheeler asked if the board loses anything by not having the professional component in the overall score.

Commissioner Holliday replied that he did not think Kentucky could get a waiver from NCLB requirements without the professional component in the overall score. Additionally, he said it could stop the development on the teacher and principal evaluation system.

Roger Marcum commented that the 70, 20, 10 proposal over-emphasizes academics.

David Karem said that the board could think about the different proposals and the motion on the floor overnight and reconsider this issue tomorrow.

At this point, Brigitte Ramsey moved to table the 70, 20, 10 motion until tomorrow and Roger Marcum seconded the motion. The motion carried with Jay Parrent and Judy Gibbons voting no.

DEFINITION OF CAREER READINESS (ACTION/DISCUSSION ITEM)

Associate Commissioner Ken Draut pointed out that the decision on the definition of career readiness is a policy decision and not a regulation. He noted that the staff note and materials for this item start on page 51 of the Agenda Book. Draut noted that the model for the definition and the bonus for students that are both college and career ready can be found on page 54 of the Agenda Book.

Roger Marcum said he had heard the concern from the field about possibly being able to game the system due to the bonus model where extra credit can be given to students who are both college and career ready.

At this point, Jay Parrent moved approval of the department's model for career readiness and the bonus for students who qualify as both college and career ready found on page 54 of the Agenda Book. C.B. Akins seconded the motion.

Mary Gwen Wheeler said she had heard the same concerns as Roger Marcum about possibly gaming the system with the bonus.

Brigitte Ramsey said that in her viewpoint the bonus model does not show career ready as strong as the college ready portion.

The question was called and the motion carried approving the career readiness definition and the bonus model for students qualifying as college and career ready.

2012-2014 BIENNIAL BUDGET ADDITIONAL FUNDING ITEMS (REVIEW ITEM)

Associate Commissioner Hiren Desai and Division Director Charles Harman came forward for this presentation. A PowerPoint was used to illustrate the additional funding items that are being considered at this point in time. The major points made within the presentation were:

- The first slide presented a budget reduction history with cumulative reductions from FY2009-2012 KDE operations of \$6,175,800 or a percentage decrease of 17.40%; a cumulative reduction from FY2009-2012 if KSB/KDE operations of \$500,000 or a percentage decrease of 1.47%; and a cumulative reduction from FY2009-2012 in KDE programs of \$39,244,500 for a percentage decrease of 11.39%.
- A summary of the 2012-2014 biennial budget additional funding items was presented in the following areas: assessment FY13 \$7,900,000 and FY14 \$9,000,000; technology \$5,100,000 in FY13, \$5,100,00 in FY14 \$5,100,000; SEEK-related FY13 \$151,800,000 and FY14 \$177,300,000; operational \$10,029,900 FY13 and FY14 \$9,903,000; college/career \$12,700,000 in FY13 and \$15,400,000 in FY14; school improvement \$6,650,000 for FY13 and FY14 \$6,650,000; teacher effectiveness FY13 \$3,200,000 and FY14 \$3,100,000; flexible focus FY13 \$55,100,00 and FY14 \$55,100,000; preschool FY13 \$26,000,000 and FY14 \$26,000,000; and kindergarten FY13 \$124,000,000 and FY14 \$124,000,000.
- Each of the succeeding slides gave the details in the major areas that were identified above for potential additional funding requests.

Due to time constraints, Chair Karem asked for board members to send any preliminary questions they have on the proposed items to Mary Ann Miller and staff will respond. A final discussion will occur at the October board meeting.

ANNUAL REPORT OF THE KENTUCKY EDUCATIONAL COLLABORATIVE FOR STATE AGENCY CHILDREN (KECSAC) AND LEGISLATIVE BUDGET REQUEST (REVIEW ITEM)

Ronnie Nolan, Executive Director of KECSAC, came forward to provide the annual report to the board from KECSAC. He used a PowerPoint presentation that made the following key points:

- The agencies that work together to educate state agency children are the Department of Education, Department of Juvenile Justice, Department of Community-Based Services and the Department for Behavioral Health, Developmental and Intellectual Abilities.
- KECSAC serves 54 school districts and 100 state agency children's programs. The budget is \$10,300,000 that serves 15,800 state agency children annually.

- State agency children's programs include residential treatment, group homes, mental health day treatment programs, hospital-based programs, DJJ day treatment programs, therapeutic foster care, regional detention programs, community-based shelter programs, partial hospitalization programs, youth development centers and intermediate care facilities.
- Supplemental support is necessary from the state agency children's fund to provide smaller teacher/pupil ratios and to provide an extended school year of 210 instructional days or 33 beyond the traditional calendar.
- The percentage of state agency children broken out by state agency are the Department for Community-Based Services 54%, the Department of Juvenile Justice 42%, and the Department for Behavioral Health, Developmental Intellectual Disabilities 4%.
- The next several slides broke out the state agency children by disability categories, race, grade level and gender.
- Relative to academic outcomes in reading, 3,026 students were enrolled for more than 90 days, 1,580 students tested below grade level in reading upon entry and 1,135 completed both the pre- and post-assessments in reading. Relative to performance in reading, of the students that were in the program more than 90 days, 75% improved their reading score at least a half grade level, 61% improved their scores at least one grade level and 48% improved their scores more than one grade level.
- Relative to the math academic outcome, 3,026 were enrolled for more than 90 days, 1,711 tested below grade level in math upon entry and 1,235 students completed both the pre- and post-assessments in math. For those students that were enrolled for more than 90 days, 73% of them improved their score at least one half grade level, 59% improved at least one grade level, and 44% improved more than one grade level.
- Challenges with these students include frequent transitions, academic performance of poor grades and being behind in math and reading, and the funding gap to have the resources to support these students' needs.
- KECSAC has had an increase of 38% in the number of the state agency children served and a decrease of 4.25% in the total allocation provided. Current funding is \$10.3 million and KECSAC is underfunded in current expenses by \$8 million. The total need is \$18.3 million.

GRADUATION CEREMONY AND RECEPTION TO HONOR FORMER KSD AFRICAN-AMERICAN STUDENTS

Kentucky Board of Education Chair David Karem, Commissioner of Education Terry Holliday and Kentucky School for the Deaf Principal Rodney Buis conducted a graduation ceremony to award diplomas to African-American students who attended the Kentucky School for the Deaf (KSD) between the years 1930-1955 and were unfortunately discharged from the school without official recognition of graduation. Chair David Karem indicated that the stain of segregation and denial of

rightfully earned recognition cannot be completely erased by issuing the diplomas but the board and department hopes that this action will bring long-deserved closure for former students. Additionally, Mrs. Carolyn Gulley, KSD alumni and retired KSD teacher, presented reflections of African-American deaf history at KSD.

Diplomas were awarded to John Henry Brown, Emerson Lee Clay, Emma Bell Hill Heard, Oscar Hamilton, Marilyn Allen Jones, Richard David Riley, Pearlene Briscoe Mollet, Norma Jean Williams, and Henry Woodson (for his mother Beatrice Mollet Woodson). The names of all other KSD African-American alumni that should have received a diploma but were unable to attend the special ceremony were read aloud and their diplomas were either mailed to them or kept on file should the graduates or their relatives be found in the future.

DISCUSSION OF THE COMMISSIONER OF EDUCATION'S SELF-EVALUATION (REVIEW ITEM)

Chair David Karem said the board was reconvening this evening in Frankfort for the purpose of evaluating the commissioner of education and he walked the board through the packet of materials that the commissioner had sent to the board as background. He then asked Mary Ann Miller to clarify the evaluation process.

Ms. Miller indicated that the board would review the materials submitted by the commissioner as background for his evaluation and this evening discuss their reaction to those materials and what points need to be shared with the commissioner at tomorrow's meeting where his performance is discussed in a face-to-face session. Miller went on to say that once the face-to-face discussion goes on with the commissioner, then the board chair oversees the summarizing of the discussion into a written response that is reviewed by and agreed on by all board members and finalized for official approval at the October meeting. She stated that this written document serves as the official record of the commissioner's evaluation.

Mary Gwen Wheeler then asked about the commissioner's contract.

General Counsel Kevin Brown responded that it is a four-year contract that expires in August of 2013. Brown noted that it requires the board to evaluate the commissioner at least once a year during the term of the contract and he is to be evaluated upon his duties, responsibilities and goals. He clarified that due to an Attorney General's opinion, the board can no longer meet in closed session to do the commissioner's evaluation unless there is a bonafide belief that the evaluation will lead to disciplinary action.

At this point, Chair Karem asked board members to express their thoughts about the commissioner's performance during the past year and any areas where he needs to improve his performance in the upcoming year.

The following comments were made by members of the board:

- The commissioner has made a quick and complete response to employee concerns and implemented initiatives to improve weak areas. He should be commended for this.

- We as a state went through two long applications for Race to the Top and although we did not receive the awards, the commissioner kept everyone's spirits up and said the state would continue to move forward with the plan that was developed for Race to the Top. Additionally, he has suggested that we include the college and career readiness trajectory as one of the measures to use for this coming year's evaluation.
- Kentucky is in a very ambitious reform era and the commissioner is leading the way and meeting the targets for this reform.
- Any good leader has backup plans if the initial plan does not work and the commissioner is to be commended for being able to adapt in this manner. However, the environment is going to get tougher and we will have to do more with less. He is urged to seek out what is new and on the cutting edge.
- The commissioner needs to focus on the area of minority superintendents, not only in recruitment but to mentor these candidates once they are on the job.
- The commissioner has put us on the course we requested and is efficient, effective and innovative. He does need to make sure all stakeholder groups are heard.
- The business community is very positive about the commissioner and his message is the same no matter what group he addresses; however, continuous work needs to be done to build rapport with the legislature.
- An inquiry needs to be made on whether the commissioner is meeting with major media people. If so, more of this needs to be done.
- The commissioner has distinguished himself on the national level in his work with the Council for Chief State School Officers (CCSSO), engaging the federal legislators about reauthorization of the Elementary and Secondary Education Act and in seeking a waiver from NCLB requirements with quick speed.
- Continuation with school and district visits needs to occur.
- A positive relationship with leading superintendents needs to be continuously cultivated.
- His work with constituency groups has been outstanding. The commissioner's collaboration with Dr. Phillip Rogers and Dr. Robert King has been outstanding and the three of them together are a powerful entity. He has also cultivated a good relationship with the Governor.
- His use of performance metrics and deliverology allows him to stay focused and to produce very clear goals and objectives, which is an effective approach.
- The commissioner recognizes the good work that was done before his arrival.

- His focus on the reduction of dropouts and a performance improvement increase have given him great credibility with the business community.
- The commissioner has been the right person at the right time and any constructive comments are just for that purpose.
- He has provided sound leadership and is a good manager at the Kentucky Department of Education.

At this point, Chair David Karem asked Mary Ann Miller and Brigitte Ramsey to work together and put the notes they had taken into a form that the board could review and distill into the language that would be shared with the commissioner during his face-to-face session at tomorrow's meeting.

At 8:20 p.m. the board recessed.

Thursday, August 4, 2011

NOMINATING COMMITTEE MEETING

Chair Judy Gibbons called the committee meeting to order and asked Mary Ann Miller to call the roll.

Present for the committee meeting were Judy Gibbons, Billy Harper, Martha Jones and William Twyman.

Chair Gibbons thanked all the members for their work on the committee and noted that all Kentucky Board of Education members were polled on the characteristics needed for the next chair and vice chair of the board as well as recommended individuals to fill those positions. She continued that board members were also consulted as to whether one or two vice chairs were needed. Gibbons reported that board members felt the new chair needs to have served at least one year on the board, knows the current issues both state and federal, needs to keep the meeting moving and the discussion relevant, seeks input from all members, provides guidance to the board and keeps focused on the task, can be the recognized spokesperson for the board, can work well with staff and the commissioner as well as with fellow board members and understands the legislative process as well as communicates regularly with legislators. She indicated that the input on the characteristics for the vice chair was the same with the added responsibility of being ready to step in if for some reason the chair is not present.

At this point, Bill Twyman made a motion to go into closed session per KRS 61.8101(f) for the purpose of a discussion that could lead to the appointment of a board member or members. Martha Jones seconded the motion and it carried.

The committee came out of closed session on a motion by Billy Harper and a second by Bill Twyman with the motion being approved by all members. Chair Gibbons announced there was no action taken during the closed session.

Then, Bill Twyman moved that the committee recommend David Kareem as chair for the new year and Billy Harper seconded the motion. The motion carried.

Next, Martha Jones moved that Roger Marcum be recommended to the full board for vice chair and Billy Harper seconded the motion. The motion carried.

Judy Gibbons said that she would recommend these two individuals to the full board during the time for election of officers and asked if there were any other business items. She said that being none were raised, she would entertain a motion for adjournment.

Billy Harper moved to adjourn and Martha Jones seconded the motion. The motion carried.

CALL TO ORDER

Chair David Kareem called the full board to order at 9:00 a.m. He then asked everyone to turn off or mute their cell phones. Chair Kareem then reminded the board that they did not take action on 703 KAR 5:230 or 5:220 yesterday and noted that these will be dealt with right after lunch. He also noted that when the board breaks for lunch, Amy Wallot would like to make a group photo of the board.

APPROVAL OF MINUTES FROM THE JUNE 7-8, 2011, REGULAR MEETING

Bill Twyman moved approval of the June 7-8, 2011 minutes and Judy Gibbons seconded the motion. The motion carried.

INTRODUCTION OF NEW KDE EMPLOYEES AND KDE TEAM MEMBERS OF THE MONTH

Commissioner Holliday introduced the following new Kentucky Department of Education employees:

- Anitra Williams, Human Resource Administrator III – Office of Administration & Support

The commissioner then recognized three employees who were nominated as the June Team Members of the Month but were unable to be at the board meeting. They were:

- Ron Miracle, Tary Fuller & Matt Rutledge – Network Technicians, Office of Knowledge, Information and Data Services

***REPORT OF THE SECRETARY OF THE EDUCATION AND WORKFORCE
DEVELOPMENT CABINET***

Chair Karem said that Secretary Meyer is unable to be here today and thanked him for his role in yesterday's graduation ceremony at the Kentucky School for the Deaf.

REPORT OF THE PRESIDENT OF THE COUNCIL ON POSTSECONDARY EDUCATION

President King gave the following report:

- The PARC consortium in his written report is one of two nationally. PARC is the most active in soliciting input from higher education but Dr. Phil Rogers and Dr. Holliday will be depended upon for advice for their perspective.
- Dr. Holliday suggested higher education would come together around placement tools for college and this has been done. What this means is that those students who don't make the required ACT score and take transition courses can then take any of these exams and if passed can take college courses without remediation.
- Relative to Senate Bill 1 implementation, a very significant component involving higher education has occurred to develop a set of materials, working closely with the commissioner, to train higher education faculty on Senate Bill 1 and the new standards. It is addressed in three phases with the first phase targeting teachers who deliver developmental courses, the second phase addressing faculties who teach entry level courses and the third phase targeting teacher education faculty. The materials are available online and are serving as a template for other states that are not as far along in their implementation of the Common Core Standards.
- About a year ago the Council on Postsecondary Education developed a new policy on diversity requiring each institution to develop a diversity plan addressing enrollment, employment, eliminating the achievement gaps and campus climate. These plans have now been adopted at each campus and the universities will be reporting to a subcommittee of the Council on Postsecondary Education annually relative to the progress on their plans.

Jay Parrent asked in what ways institutions are held accountable for diversity targets.

Dr. King replied that they are held accountable through public reporting and a portion of higher education funding is linked to graduation rate, number of credentials produced, closing achievement gaps and the number of students transferred from the KCTCS system.

REPORT OF THE EXECUTIVE DIRECTOR OF THE EDUCATION PROFESSIONAL STANDARDS BOARD

Dr. Phillip Rogers presented the following report:

- The Education Professional Standards Board will deal with a regulation that will raise the bar on clinical experiences to 200 hours before student teaching occurs.
- Another regulation to come before the Education Professional Standards Board will raise the bar on admission requirements to teacher education programs.
- There is a lot of discussion occurring around adolescent literacy and there will be something to report on this soon.
- A new regulation will allow native language speakers with a bachelor's degree to pass a proficiency exam and get into the classroom.
- A data dashboard will soon come out from the Education Professional Standards Board showing data on higher education institutions such as the pass rates on PRAXIS and other metrics.

Chair David Karem said that in yesterday's meeting it became clear that the Kentucky Board of Education feels strongly about world language and he expressed appreciation to the Education Professional Standards Board for their efforts in that area.

Judy Gibbons then asked a question about the results of National Board Certified Teacher renewals because she saw where the numbers are low.

Dr. Rogers said that this certification is good for ten years and some have retired with others going into administration. He felt there is still a large number of newly certified national board teachers.

At this point, Mary Gwen Wheeler said that the Kentucky Board of Education will be looking at accountability measures for teacher and principal effectiveness and wondered if building into a future session a look at the whole system of teacher induction, preparation, retention, professional development and accountability would be beneficial.

David Karem replied that a future session on the topic requested by Wheeler could be accommodated.

REPORT OF THE COMMISSIONER OF EDUCATION

Commissioner Holliday asked Felicia Smith to come forward to share some good news with the board.

Smith relayed that as part of action that the Kentucky Board of Education took eighteen months ago to become a member of the P-21 consortia, the work resulted in two national recognitions

recently. She stated that the first one is for the model curriculum framework because it infuses 21st century skills into it as districts implement the framework. The second award, she said, is more distinguished because it is the first time it has been given and is named after John I. Wilson, the retiring leader of the National Education Association. Smith indicated the award was given to Kentucky for the work on its leadership networks and for the Continuous Instructional Improvement Technology System. She noted that teams of people across the various levels of education have been involved in this work and should be recognized for their contributions resulting in the state receiving these awards.

Commissioner Holliday echoed the collaborative efforts that have occurred across the state due to the foundation that was set by Senate Bill 1. He thanked Dr. Phil Rogers, Dr. Bob King, Secretary Joe Meyer and the legislature for the support.

GOOD NEWS ITEMS

The following items of good news were made by the noted individuals:

- **Dorie Combs** - East Jessamine High School Principal Janet Granada received the 2010-2011 Administrator of the Year Award from the Kentucky Association of School Resource Officers. School Resource Officer (SRO) programs station police officers in schools.

She was nominated by school resource officer Billy King with letters of support from Superintendent Lu Young, assistant principal Tracy Devney and role models from the D.A.R.E. program at the school.

Mr. King said that Granada “. . . works very, very hard all the time to try to accomplish everything that she can for the students of East High. She basically seems to live her life around the students that go to school there.”

Congratulations to Janet Granada on being selected for this honor!

- **Brigitte Ramsey** - The Bill and Melinda Gates Foundation has awarded \$334,100 to the Boone County Schools to continue and expand their new focus on math.

For the past two years, Boone County teachers have gotten training on creating formative assessment lessons that help students develop critical thinking and problem solving skills. The program focused mostly on high school Algebra I, Algebra II and geometry classes.

The grant will allow the district to move the program down into seventh and eighth grades and move the program into reading as well.

Congratulations to Boone County for paving the way into the future in the area of formative assessments!

- **David Karem** - Alex Meredith of the Central Hardin FFA chapter was named as one of four National Finalists for the American Star in Agribusiness Award by National FFA. Meredith

will compete for the organization's most prestigious award at the National FFA Convention in October.

He was chosen for this honor based on his outstanding Supervised Agricultural Experience (SAE) Program and his involvement in FFA. Meredith's SAE centers around his greenhouse business in his hometown of Elizabethtown. According to State FFA Advisor Curt Lucas, "Alex Meredith is a true model of student entrepreneurship."

Meredith is the son of Steve Meredith of Glendale. His advisors are Larry Hendrick, Derek Smith, and Meagan Bishop. He is a junior at the University of Louisville where he is studying Engineering.

Congratulations to Alex Meredith and good luck to him as he prepares for the National FFA Convention.

- **C.B. Akins** - Kentucky had a very proud moment on June 30 when Governor Steve Beshear received the "America's Greatest Education Governor Award" from the National Education Association. This award honors governors who have made major, state-level education strides that improve public schools.

The president of NEA, Dennis Van Roekel, said that "Governor Beshear has shown unwavering support for Kentucky's students and educators by championing quality preschool programs and advocating to raise the dropout age to 18. He also has fought to preserve resources for K-12 education and the Commonwealth's students and classrooms in the midst of budget cuts."

We appreciate his strong advocacy for education and wish congratulations to our Governor for being chosen to receive this outstanding national award!

PUBLIC COMMENT SEGMENT

The following people spoke to the board during this portion of the agenda:

- Alicia Vinson, Fayette County Public Schools, world language program review
- Cyrus Safoni, Fayette County Public Schools student, Spanish immersion program
- Deana Ison, world language program review

REPORT OF THE KBE NOMINATING COMMITTEE AND ELECTION OF OFFICERS FOR 2011-12

Nominating Committee Chair Judy Gibbons reported that the Nominating Committee met this morning and she then thanked all members of the committee for their work. Gibbons noted that all board members were contacted for their input on names for officers as well as characteristics those people should reflect. She then moved on behalf of the committee to accept David Karem as the Chair for 2011-12.

C.B. Akins, as current Vice Chair of the board, assumed the chairing of the meeting and said no second was needed to the motion. He asked if there were nominations from the floor. There being none, Akins asked for a vote and it passed unanimously.

Next, Judy Gibbons moved on behalf of the Nominating Committee to elect Roger Marcum as Vice Chair for 2011-12.

David Karem resumed the chair's position and asked if there were any other nominations. There being none, he asked for a vote and it passed unanimously.

Karem said it was an honor to be selected as chair and Roger Marcum echoed the same sentiments for being elected as vice chair.

UPDATE ON PERSISTENTLY LOW-ACHIEVING SCHOOLS AND ON SCHOOL DISTRICTS IN CONSEQUENCES, YEAR 5 (REVIEW ITEM)

Commissioner Holliday began this presentation by introducing new KDE employee Associate Commissioner Dewey Hensley. He indicated that Hensley would be heading the Office of District 180 and said was delighted to have Hensley working closely with these schools and districts.

Next, Associate Commissioner Kevin Brown explained that District 180, which Dewey Hensley now heads, is the human resources side of providing services to low-performing schools and districts while Larry Stinson's office provides the financial resources because the majority of the funding for the schools and districts comes from the federal government through the School Improvement Grant. He noted that the two offices worked together and asked Stinson to kick off the presentation with information on this topic relative to the identification of these schools.

Associate Commissioner Stinson said that he would begin with a summary of the process that the department engages in to identify persistently low-achieving schools. He indicated a very specific formula is followed that is required by federal regulations and this formula is used to do calculations twice. He shared that it is first used to identify schools receiving Title I services and then it is used to identify schools that would be eligible for Title I services but are not receiving these services. Stinson indicated that the first grouping receiving Title I services are called Tier I schools and the ones eligible for Title I but not receiving these services are called Tier II. He continued that in Tier I the schools and districts receive some form of consequences whether that be improvement, corrective action or restructuring due to No Child Left Behind requirements. Then, he said, the pool of schools is determined that are in the lowest 5% and at least five must be identified. However, he noted that this year six schools were identified. Stinson indicated that the department looks at how these schools have performed over time and determines the schools that have failed to make AYP at least three times. He said these are put in order according to performance in reading and math on the state test. Stinson explained that the same process is applied to Tier II, schools at the 35% of poverty level or higher but which are not receiving Title I services, a decision made at the local district level. He stated that the second thing to consider is whether we have any high schools that have shown a 60% or lower graduation for three years but none were found for this year. Stinson emphasized that once the schools are identified, a leadership assessment is performed in the schools and in the districts that house the schools to

provide information on needs, what targeted assistance needs to be put into place and also recommendations to the commissioner on whether the local school council has the capacity to be involved in the turnaround model that is chosen. Additionally, Stinson pointed out that the other decisions to reach are on the capacity of the principal and what capacity the district has to lead the change effort. He noted that all the available models for schools to choose from in the turnaround effort require removal of the principal; however, he shared that given the results of the assessment and if the principal has been there less than three years, this requirement can be waived. Stinson then turned it over to Dewey Hensley to talk about the services that are available to the schools and districts.

Associate Commissioner Hensley thanked the board for the opportunity to be at the meeting today and talked briefly about his vision for District 180. He noted that rather than focus on labels, he would like to make a shift for these schools to thinking of it as an opportunity to join a network of District 180 where they receive support, specialized training and resources they need in order to make a difference in the lives of their students. Hensley stated that so many of these schools serve high poverty populations that the department needs to help them be poverty considerate and to understand that if they are able to address the needs of these students, these schools will become an elite group showing how to do great work in this area. He said that he believes from the District 180 schools will emerge some of the greatest future leaders. Hensley noted that the School Improvement Grants have now been completed and that the department's education recovery staff has helped facilitate 30, 60, and 90-day plans with these schools so that they have a clear focus in place as students start the school year. He went on to say that he is hiring more educational recovery staff to go directly into the schools throughout the year and support what happens there to serve as both technical experts and as a conscience. Hensley noted that he is also in the process of working with our Centers of Learning Excellence at Western Kentucky University, Eastern Kentucky University and the University of Louisville to refocus and redirect their work to be more focused on professional development for teacher turnaround teams. He indicated that these teams will build a sense of capacity within the schools to implement the turnaround. One more thing that he noted is an attempt to streamline and accelerate the process from the time the department identifies the schools to when we get support into the school to help them. Hensley said these are the big pieces his office is working on right now.

Bill Twyman asked for the thinking behind the 30, 60, and 90-day plans.

Associate Commissioner Hensley said that since the department is bringing in people in group leadership teams for turnaround training, it provides a real structure to get them working, collaborating and planning together so that the department can facilitate these processes. He assured the board that the planning will continue beyond the 90 days but said that it gives a model for them to follow with protocols and how to effectively do a plan. He emphasized that the first few days of school in a turnaround school is especially important and all involved must have a common vision. He noted that this early planning gets them on board before school starts and establishes a pathway to follow through the school year.

Dorie Combs said that Hensley mentioned he wants to make these schools aware of using effective strategies and asked how he planned to do that since these schools don't have a history of knowing what to do.

Hensley replied that there are several different layers that happen including the turnaround training where school leadership is present. He said that department staff find out through questionnaires what the school leadership does not know and organizes the training around those particular concepts. Hensley indicated that strategies also occur through embedded professional development throughout the year and through professional learning communities. He emphasized that the professional development must make it to the classroom.

Mary Gwen Wheeler then asked about the status of what we have learned from the first cohort that we can apply to the second cohort.

Larry Stinson said that the monitoring that has occurred with cohort 1 through quarterly reports has given an indication of cohort 1's progress and said the department is looking forward to getting the next test results. He said that so far the educational recovery directors feel positive about what has gone on during the year.

Commissioner Holliday said that we should have more information on how the schools are doing by the October meeting.

Brigitte Ramsey then asked Mr. Hensley if during his work in Jefferson County he availed himself of community supports to impact students in a comprehensive way.

Hensley replied affirmatively and commented that at his school they called it "Encircle Our Kids Plan" where community resources were brought in on a consistent basis. He indicated that District 180 will work with turnaround schools on this in the future especially to help summer regression of skills. He said he plans to bring nonprofits, universities and anyone else who desires to be involved in a similar type of plan with the schools that District 180 will be assisting.

Bill Twyman then brought up the issue of the number of first year teachers in turnaround schools and asked what the department is seeing in this area.

Commissioner Holliday responded that the department is seeing a large percentage of inexperienced teachers in the lowest achieving schools, not only in Kentucky but across the nation. He noted that we continue to run up against a model that is adult focused rather than student focused due to the fact that we can't require resources to be placed where we need them the most with the resources being highly experienced teachers. Of the models available to turnaround schools, he stated, the restaffing model requires a 50% replacement. He assured the board the department is carefully looking at this in Kentucky because we do not want teachers identified to teach these students who cannot address the needs of students in low achieving schools. Holliday also said that we don't want teachers moved from one low-performing school to another and we don't want to have leadership moved from one low achieving school to another. He did clarify that the transformation model provides incentives to staff the school appropriately and said the department is strongly encouraging schools and districts to look at this model.

Associate Commissioner Larry Stinson then filled the board in on what his office is doing with districts that experience higher levels of challenge. He noted that the federal government also has

expectations for districts that are in need of corrective action and several have been in that category for the 5th year. He said that the district has to develop an action plan that the department approves and set aside part of its federal dollars to deal with the challenge issues. Stinson said that staff feels a more active look needs to be taken on how monitoring occurs on these plans. He explained that the five lowest achieving districts are identified with the same criteria used for school identification and that the department is providing district coaching services tailored to their needs to establish and build capacity.

Associate Commissioner Stinson continued to explain that his office is responsible for the dollars for these schools and districts that have challenges. He noted that last year the department was able to use highly skilled educator funds to place recovery staff in schools but said this year we do not have that funding. Stinson noted that the department had to suggest to schools to incorporate their recovery staff into the grant they received so that they are actually hiring these people. He emphasized that this puts a greater strain on the local resources and hopes the legislature sees the effectiveness of the department's new model and finds it worthy enough to restore the funding.

Billy Harper noted that he would like to see possible legislative action to allow the board to have more authority to intervene in these schools and districts to move them forward. He felt this needed to be added to the board's legislative agenda.

POTENTIAL ISSUES FOR INCLUSION IN THE BOARD'S LEGISLATIVE AGENDA FOR THE 2012 REGULAR SESSION OF THE GENERAL ASSEMBLY (REVIEW ITEM)

Coming forward for this topic were Associate Commissioner Kevin Brown, Legislative Liaison Tracy Herman and Division Director David Cook. Brown began by stating that in the last legislative session, the board had only one item on its legislative agenda, which was compulsory school attendance. He indicated that since it did not pass, it has been added again for the board's consideration this year. Brown emphasized that the four items on the list are suggestions only because it is the board's agenda and staff is asking for guidance so that a final legislative agenda can be brought back for approval in October.

Tracy Herman then commented that 2012 will be a long session that will include consideration of the budget as well as about 1,400 bills that will be filed. She pointed out that by that time the Governor's race will be over and then every House member will be filing for re-election. Herman clarified that in addition to the board's items, the department will have some small items from the different offices that are usually technical cleanup matters. She clarified that only the big picture items are brought to the board. Herman referred to the list in front of the board and said that the first item is compulsory school age attendance and the second item is an innovative concept to formalize additional pilots and flexibility for schools and districts.

David Cook clarified that the innovative concept will require specific language to be crafted but explained it would address how we fund innovations, govern schools and provide additional flexibility to try to get rid of barriers to schools and districts succeeding in innovative ways.

Ms. Herman resumed her comments and said the next item on the list is a place holder for any legislation that may come out of the Career and Technical Education Taskforce. She said there are

three working committees assisting the taskforce and they have been asked for their legislative proposals by September.

Mary Gwen Wheeler encouraged the board to support the innovation and pathways legislation because it increases access and affordability for postsecondary education.

Brigitte Ramsey then emphasized that the board should absolutely continue to support increasing the dropout age from 16 to 18 because we need to say we won't give up on these students and they are going to graduate from high school. She noted that in the innovation area she would like to see specific language on this before deciding about her support. Ramsey said that preschool funding is a definite need and she asked about recommendations for legislation around the readiness definition and screening.

Commissioner Holliday replied that the lead on this will be the Early Childhood Advisory Council and commented that the board can certainly support legislation that the committee will be advocating. He noted that the key driver in the next two months will be preparing the department's application for the Early Learning Challenge Race to the Top Grant that could yield a potential \$60 million. Holliday emphasized that we must have the readiness definition and screening component in Kentucky's grant application and said that the group next meets on August 17.

Ms. Ramsey continued and asked about the budget needs of KECSAC that Ronnie Nolan presented on the first day of the August meeting.

Tracy Herman replied that this will be addressed in the budget proposal.

Dorie Combs said that she would like to go back to compulsory school attendance and also indicated her comments would relate to alternative education programs because part of the opposition last time to the graduation bill was what to do with students if they aren't allowed to drop out. She said that we must build support from the ground up.

Commissioner Holliday said that the reasons for bringing the alternative education regulation forward came from strong support of some legislators for the ability to be able to track alternative education in non-KECSAC programs because of the inability to present data on these students in a satisfactory manner.

David Karem noted that the legislative agenda would be an action item in October and asked members to communicate with staff and each other in the interim about this topic.

Kevin Brown stated that the board would be sent a packet of previously filed innovation bills to review and at the October meeting the budget and legislative presentations would be put back to back since they are related.

TELL KENTUCKY SURVEY FOLLOW-UP; POSSIBLE RECOMMENDATIONS AND POLICY IMPLICATIONS (REVIEW ITEM)

Associate Commissioner Larry Stinson and Division Director Michael Dailey came forward for this topic. Dr. Stinson began by saying that Michael Dailey and his division staff have shepherded this process and worked closely with the New Teacher Center on how to use the data from the survey. He indicated that Michael Dailey will lead the board through the potential policy implications from the survey data based on the board's discussions from the last meeting.

Commissioner Holliday pointed out that the board members should be looking at the handout sent under separate cover titled "Proposed Recommendations for Consideration – TELL Kentucky Working Conditions Initiative".

Dailey then highlighted the items on the handout in the column titled "Draft Recommendations" as follows:

- Request funding to support the full implementation of the TELL Kentucky Working Conditions Survey including but not limited to biannual implementation with support and technical assistance to local districts.
- Establish a statewide Advisory Board (Coalition of Partners) for oversight and recommendations from findings (include legislators).
- Propose regulatory language changes requiring the use of the TELL Kentucky Survey data as a source for school and district improvement planning.
- Establish a statewide participation rate goal with specific growth targets by 2015.
- Develop an accurate method that defines and collects teacher turnover data (research other state processes).
- By 2013, report teacher turnover data annually on school and district report cards with a link to the TELL Kentucky Survey results.
- Develop and include the use of TELL Kentucky Survey results in the principal professional growth and evaluation system.
- Collaborate with the Kentucky School Boards Association and the Kentucky Association of School Superintendents to develop and include how the TELL Kentucky Survey results can be used in superintendent evaluations.
- Incorporate the use of TELL Kentucky Survey data in instructional leadership preparation programs specifically addressing school planning and improvement initiatives.
- Develop standards for teaching conditions. (Standards for teaching conditions would define expectations for positive school culture and be developed around the eight teaching condition areas.) Work collaboratively with EPSB and CPE to incorporate these standards in teacher and leadership preparation programs.
- Require TELL Kentucky data to be used in school and district improvement plans.
- Collaborate with EPSB to incorporate the use of TELL Kentucky data in the Kentucky Teacher Internship Program (KTIP).

Dorie Combs then asked how often the survey would be given.

Michael Dailey replied that it will be given every other year. Larry Stinson added that the data produced from the survey will be used in the interim year for improvement.

Mary Gwen Wheeler asked if the Kentucky Teacher Internship Program is a state program and asked how it is funded.

Michael Dailey replied that it is a state legislated program and it is funded by the Education Professional Standards Board.

HEARING OFFICER'S REPORT (REVIEW ITEM)

General Counsel Kevin Brown indicated that usually during this topic he presents a status report on how the board's regulations are proceeding through the legislative review process. However, he said, today there will be two Statements of Consideration presented to the board because substantive comments were received either in the public hearing or written comment period that must be brought before the board to determine if it wants to amend the regulations to accommodate the substantive comments. Brown said that the first Statement of Consideration pertains to 703 KAR 5:200, Next Generation Learners. He noted that Rhonda Sims and Ken Draut were present to go through the Statement of Consideration.

Rhonda Sims went through the comments in the written document and also the department's responses to those comments. She noted the ones where the department is recommending to accommodate the requested changes and also pointed out the ones where changes are not being recommended.

At this point Roger Marcum moved approval of the Statement of Consideration for 703 KAR 5:200 as drafted and Judy Gibbons seconded the motion. The motion carried.

General Counsel Brown continued and said the second Statement of Consideration deals with 704 KAR 3:341, Repeal of the Commonwealth Diploma. He asked Robin Chandler to talk about the content of the Statement of Consideration.

Ms. Chandler noted there was only one substantive comment submitted and it asked for the board to consider grandfathering the program beyond the one year period that is being proposed in the regulation. She explained that the department is not supporting this request for change because a work group is already working on new ways of recognition that will be ready at the end of the grandfathering period.

Roger Marcum commented that there is a communication problem with the repeal of this regulation because he has received a number of phone calls on this issue. He said that some people think that the program is just being dropped immediately. He asked department staff to make one more attempt to communicate that there will be one more year for the program and that there is a group working on recognition avenues for schools and districts to use after that one year period.

Dorie Combs emphasized that parents and students need to understand that it is not the Commonwealth Diploma that gets colleges' attention; instead, she explained it is taking AP classes

and passing the exams that indicates to colleges that the student has had a higher level of rigor in high school.

At this point Mary Gwen Wheeler moved approval of the Statement of Consideration for 704 KAR 3:341 as drafted and C.B. Akins seconded the motion. The motion carried.

General Counsel Brown indicated that he would file the two Statements of Consideration with the Legislative Research Commission.

Next, Brown noted that at the last board meeting, the board authorized him to send all local board members who lacked the required training hours, notice of consequences for not meeting these requirements. He said that he was pleased to report that all of these local board members are in compliance and that they did so before August 1.

REVIEW OF KBE POLICY MANUAL AND PROPOSED MEETING DATES FOR 2011, 2012 AND 2013 (REVIEW ITEM)

Chair Kareem asked Mary Ann Miller, Policy Advisor, to come forward and present this item.

Ms. Miller indicated that in the last separate mailing the board received a cover memo on review of the policy manual and meeting dates for 2011, 2012 and 2013. She explained that each year, the board has the opportunity to let the policy advisor know if there are any requested changes to the policy manual.

Mary Gwen Wheeler said that she didn't think this was a policy manual change but wanted to bring up an idea she picked up at the NASBE New Board Member Institute about the board evaluating itself after each board meeting through a written survey.

Dorie Combs said that the commissioner is evaluated and we look at the strategic plan and evaluate it, but the board really doesn't talk about its own effectiveness.

Jay Parrent felt that perhaps it would be better to look what other states do to evaluate their boards' performance.

David Kareem said he would rather have a face-to-face discussion than fill out a form. However, he asked Miller to survey other states and bring a report back to the board.

Next, Miller referred to the attachment on proposed meeting dates and said that for 2013 the one day meeting format was followed to occur on Wednesdays. She asked for input on this proposal.

Chair Kareem said he saw no questions or objections and indicated that Miller could go ahead and publish the new dates as reflected below.

KBE MEETING DATES 2013

February 6, 2013	Regular meeting	Frankfort
April 10, 2013	Regular meeting	Frankfort
June 5, 2013	Regular meeting	Frankfort
August 7-8, 2013	KBE Retreat meeting & Regular meeting	Frankfort
October 9, 2013	Regular meeting	Frankfort
December 4, 2013	Regular meeting	Frankfort

ANNOUNCEMENT BY C.B. AKINS

C.B. Akins announced that he had sent the Governor his resignation from the Kentucky Board of Education effective 12:00 noon today because he has been appointed to the Board of Trustees at the University of Kentucky. Akins said the determination was made that he needed to do this in order to serve on UK's board. He expressed gratitude for the opportunity to impact the lives of students. He indicated that his prayer is the state board's first and last consideration is the well-being of kids. Akins said it had been a joy serving with the rest of the board members.

703 KAR 5:230, NEXT-GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT (FINAL)

Associate Commissioner Felicia Smith indicated that based on the suggestions and conversation from yesterday's meeting, changes had been made to the regulation. She walked the board through the changes in a revised version of the regulation.

At this point, Dorie Combs and Jay Parrent moved approval of the revised version of 703 KAR 5:230 and Jay Parrent seconded the motion. The motion carried.

DISCUSSION OF WEIGHTS IN THE NEW ACCOUNTABILITY SYSTEM AND FINAL APPROVAL OF 703 KAR 5:220, SCHOOL AND DISTRICT ACCOUNTABILITY RECOGNITION, SUPPORT AND CONSEQUENCES (FINAL)

Associate Commissioner Larry Stinson indicated that yesterday there was a question about the 5 days on page 5 of the regulation and he said that after checking with legal counsel, it is assumed to be five working days. He went on to say that there were two changes that staff is asking the board to consider with the first one on page 1, where the words "and consequences" would be added to title of the regulation and to the title of section one on line 17. He also noted that the question of the weights for the overall score explained in section two of the regulation needs to be settled from the discussion yesterday.

At this point, Judy Gibbons moved to remove the previous day's motion from the table that recommended weights of 70, 20, 10 and Brigitte Ramsey seconded the motion. The motion carried.

Next, Brigitte Ramsey moved to amend the motion to change the weights to 65, 25, 10 and Roger Marcum seconded the motion.

Mary Gwen Wheeler said that she supports the 70, 20, 10 proposal because the biggest complexity is within the next generation learners component and she felt that is where the majority of the weight needs to be.

Bill Twyman said he is concerned about lowering some of the academic subjects below the weight for program reviews.

Dorie Combs explained that she was leaning toward the 70, 20, 10 for the same reasons as Ms. Wheeler and Mr. Twyman pointed out. She said she supported the greatest weight being on student performance and gap measures.

Judy Gibbons indicated that she concurred with the original motion.

Brigitte Ramsey interjected that it is hard to reconcile different weights in different academic areas, but emphasized program reviews must receive enough weight to show that they make a difference. She said she recognizes it would be a trade-off but she thought the second proposal should be approved.

At this point, the question was called on the amended motion and it failed with 3 members voting yes and 7 members voting no.

Chair Karem asked for a vote on the original motion that proposed the weights of 70, 20, 10 and it was approved.

Additionally, Jay Parrent moved to give final approval to 703 KAR 5:220 to include the name change as well as the change in the weighting of the overall score. Martha Jones seconded the motion and it carried.

ANNOUNCEMENTS

Chair Karem made the following announcement before recessing to committee meetings:

- The board will recess for lunch from 12:00-1:00 p.m. and reconvene at 1:00 p.m. with the Curriculum, Instruction and Assessment Committee meeting in the State Board Room. The Management Committee meeting will follow that meeting in the same location. The full board will reconvene after the Management Committee meeting.

CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE MEETING

Action/Consent Items

1. **Kentucky Writing Program Advisory Committee Membership.** Associate Commissioner Felicia Smith and Policy Advisor Robin Chandler came forward for this item. Ms. Chandler noted that the following individuals are recommended for appointment to this committee: Amanda Burns, Nan Ternes, Claire Bat, Natalie Croney, and Synthia Shelby.

Mary Gwen Wheeler moved approval of these nominated individuals and Dorie Combs seconded the motion. The motion carried.

Action/Discussion Items

1. **2011-2012 Preschool Funding Process and Funding Rates.** Bill Buchanan explained the proposed rates for the coming year. Chair Judy Gibbons noted that the rates are lower and that KDE redirected some dollars for growth. Martha Jones moved approval of the proposed preschool funding rates and Billy Harper seconded the motion. The motion carried.
2. **Request from the State Consortium on Board Examination Systems districts for waiver of 704 KAR 3:305, Minimum Requirements for High School Graduation, Section 2, for an alternative graduation model.** Division Director David Cook summarized the waiver request and noted that it is only for the five districts of Estill, Franklin, Logan, Harrison, and Todd Counties. Dr. Robert King from the Council on Postsecondary Education and Dr. Gloria McCall from the Kentucky Community and Technical College System spoke on behalf of this waiver because students may seek to enter into two- or four-year colleges that are affected by this waiver.

Judy Gibbons asked what the next step would be after the pilot in which these districts are participating.

David Cook replied that the hope is to scale up the model to more districts after the pilot.

Mary Gwen Wheeler moved to accept the request from these districts for the waiver and Dorie Combs seconded the motion. The motion carried.

3. **Request from the Partnership for Next Generation Learning districts for waiver of 704 KAR 3:305, Minimum Requirements for High School Graduation.** Division Director David Cook noted there are seven states in the consortium within the partnership and that each state has identified districts to think about reshaping education. He went on to say that last year six districts in Kentucky agreed to try this process and ten more have been added this year. Cook said that these districts adhere to six critical attributes and thus the sixteen districts are asking for a waiver of the same regulation as the previous item the board just approved. Cook explained that the model is project based/performance based

learning in order to determine if students are ready to move on. He indicated that the sixteen districts are Barren, Boone, Boyle, Daviess, Fayette, Floyd, Graves, Jessamine, Kenton, Madison, Scott, McCracken and Washington Counties and Danville, Eminence, and Williamstown Independents.

Dorie Combs moved approval of the waiver request and Martha Jones seconded the motion. The motion carried.

Review Item

1. **Alternative Education Program Regulation.** Chair Judy Gibbons said this is the first reading of the regulation and noted that it will come back for final approval in October.

Kevin Brown explained that the draft regulation has six sections and noted that the board has the authority to promulgate this type of regulation. He explained that some advocacy groups raised issues about disproportionality that need to be addressed. Brown said the three general areas that are addressed are continuation of services, tracking of funding and tracking of placement. He emphasized that this regulation provides minimum requirements and then turned it over to Dewey Hensley because the oversight of this regulation would now be in the District 180 office.

Hensley said he wants to create pathways for all students to graduate and that alternative schools must become student-centered and not places for the convenience for adults. He stated that progress monitoring is important and alternative schools need to be one more tool to support students.

Mary Gwen Wheeler encouraged staff to look at line 18 on page 1 of the regulation and requested the language be stated in more positive terms and be more personalized.

At this point, Dorie Combs moved adjournment of the Curriculum, Instruction and Assessment Committee and Billy Harper seconded the motion. The motion carried.

MANAGEMENT COMMITTEE MEETING

Action/Consent Items

1. **New District Facility Plans: Paducah and Raceland-Worthington Independent School Districts.** Associate Commissioner Hiren Desai indicated that these plans meet all of the requirements of law and regulation.

Roger Marcum moved approval of the submitted district facility plans and Jay Parrent seconded the motion. The motion carried.

2. **2010-11 Local District Working Budgets.** Associate Commissioner Desai explained that this is a cleanup item to approve nine working budgets that had been previously rejected. He then recommended approval of the nine revised budgets.

Jay Parrent moved approval of all submitted local district working budgets and Bill Twyman seconded the motion. The motion carried.

Action/Discussion Items

1. **Kentucky Education Technology System (KETS) FY12 Unmet Need for LEAs.**
Associate Commissioner David Couch indicated that the FY12 unmet need is \$132 million or approximately \$225 per student. He stated that this figure is derived from the 2007-2012 Master Plan Budget that contains the initial acquisition cost, ongoing operational cost and average life span of each item. Couch indicated that the board is asked to approve the unmet need for school districts each year.
2. **FY 2012 Kentucky Education Technology System (KETS) Expenditure Plan.**
Associate Commissioner David Couch continued by explaining that this item deals with the funding sources or available dollars to go toward the unmet need. He indicated that the FY12 KETS plan addresses unmet need in the context of the total cost of technology ownership including initial purchase, recurring costs needed to support implementation, continuous improvements in technology and the professional capacity of teachers. He also summarized the FY12 Expenditure Plan on pages 114 and 115 of the Agenda Book.

At this point, David Karem moved to approve the FY12 unmet need for local school districts and Jay Parrent seconded the motion. The motion carried. Next, Bill Twyman moved to approve the FY12 KETS Expenditure Plan and Jay Parrent seconded the motion. The motion carried.

3. **Requiring Kentucky middle schools to comply with Kentucky High School Athletic Association (KHSAA) health and safety requirements including but not limited to coach training, specific safety programs and potential limitations on competition.**
KHSAA Commissioner Julian Tackett was present for this item and said that the high school association is not trying to take over anything but explained that the Kentucky Medical Association asked KHSAA what is in place for middle schools as far as health and safety requirements. Tackett said there is nothing in place at this time and that the lack of some type of requirements is putting students in jeopardy. He asked the board for KHSAA to work with the Kentucky Department of Education to form a study group to look at setting some minimum requirements for middle school and report back to the board on their recommendations.

Roger Marcum then moved to approve collaboration between the Kentucky Department of Education and the Kentucky High School Athletic Association to form a study group and report back to the state board. Bill Twyman seconded the motion and it carried.

Then, Jay Parrent moved for the Management Committee to adjourn and Bill Twyman seconded the motion. The motion carried.

APPROVAL OF ACTION/CONSENT AGENDA ITEMS

Martha Jones moved approval of all action/consent agenda items, including the district facility plans, writing advisory committee appointments and the local district working budgets for FY2011. Jay Parrent seconded the motion and the motion carried.

REPORT OF THE CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE ON ACTION/DISCUSSION ITEMS

On behalf of the committee, Chair Judy Gibbons moved approval of the 2011-2012 preschool funding process and funding rates; the request from the state consortium on board examination systems districts for waiver of 704 KAR 3:305, minimum requirements for high school graduation, Section 2, for an alternative graduation model; and the request from the Partnership for Next Generation Learning districts for waiver of 704 KAR 3:305, minimum requirements for high school graduation. The board concurred with the motion.

REPORT OF THE MANAGEMENT COMMITTEE ON ACTION/DISCUSSION ITEMS

Chair Brigitte Ramsey moved, on behalf of the committee, approval of the Kentucky Education Technology System (KETS) FY12 unmet need for LEAs, FY2012 Kentucky Education Technology System (KETS) expenditure plan and requiring the formation of a stakeholder group to look at health and safety requirements for middle school athletics and report back to the board in December of 2011. The board concurred with the motion.

BOARD MEMBER SHARING

The following items were shared by board members:

- Dorie Combs – Reports from Jay Parrent and herself on attending the NASBE regional meeting regarding the Common Core Standards were sent to all board members. She said that it was suggested at this meeting for state board members to meet regionally with local board members to discuss issues including the implementation of Common Core Standards. Combs noted that KSBA does regional meetings with their local members and suggested that state board members try to attend some of these.
- Judy Gibbons – Ms. Gibbons noted that the advocacy groups she works with are back in action this fall.
- Brigitte Ramsey – Ms. Ramsey noted that she attended the first meeting of the CTE taskforce and encouraged other members to go to this group's website to review the Harvard report. She said that she also attended the Foster Music Camp's final concert and encouraged all board members to look for opportunities outside of school to help students be well-rounded.
- Mary Gwen Wheeler – The NASBE study group finished its work on teacher certification and she will be sharing the preliminary recommendations.

INTERNAL BOARD BUSINESS

The following items were discussed during this segment of the board meeting:

- Members were asked to select which person that the voting delegate would cast his or her vote for at the annual NASBE conference relative to the office of president-elect. Brigitte Ramsey moved for the board's delegate to cast the board's vote for Kristene McKinley and Roger Marcum seconded the motion. The motion carried with Judy Gibbons and Mary Gwen Wheeler voting no.
- David Karem asked if there were any members interested in attending the NASBE annual conference so that a voting delegate could be determined. No members expressed interest and Karem asked members to think about this and e-mail Mary Ann Miller on whether they can attend.
- Karem then appointed the following members to serve on the Samuel Robinson Award selection committee: Mary Gwen Wheeler, Chair; Brigitte Ramsey, and Dorie Combs.
- Chair Karem then proceeded to appoint a State Evaluation Appeals Panel consisting of Roger Marcum as Chair, Martha Jones and Bill Twyman.
- Chair Karem indicated that there must be a hearing on the potential removal of a local school board official, William Boyd of Bath County. He asked Kevin Brown to give the details.

Brown said that charges were issued by the commissioner and Mr. Boyd responded that he will appear at a hearing. Brown indicated the board needs to schedule a hearing to hear the charges and vote on removal. He noted that this hearing requires a quorum of the board.

The board selected September 14 at 10:00 a.m. as the date of this hearing.

EVALUATION DISCUSSION WITH THE COMMISSIONER OF EDUCATION

Chair David Karem reminded the board that the commissioner is evaluated at this meeting followed by the policy advisor preparing a letter summarizing the discussion, which is sent to the board chair and all members for consensus. He said that the letter is voted on at the October meeting as the official record of the commissioner's evaluation. Karem went on to say that the commissioner submitted a report to the board on his goals that was discussed last night and emphasized the conclusion was that he is the right person at the right time and the board is very happy with his leadership. At this point, Chair Karem asked Brigitte Ramsey to summarize the notes from last night's discussion.

Ms. Ramsey shared the following positive points with Commissioner Holliday:

- The commissioner has put Kentucky on the course the board has requested, he is efficient, effective, innovative and focused on student success and the board is very pleased with his leadership.
- The commissioner has focused on Kentucky's past successes and builds on these.
- A complete and positive response was given by the commissioner in regard to the areas of concern shown in the employee survey. He is to be commended for addressing these and the results of this year's employee survey shows good progress in improving the weaker areas as well as maintaining areas of strength.
- Through the long application processes for Race to the Top, the commissioner kept everyone focused and upbeat even though the state was not selected to receive the dollars. He emphasized that the work done for the Race to the Top put the roadmap in place for Kentucky to move its education system forward even without the additional funding.
- The commissioner readily accepts accountability on himself regarding the Strategic Plan goals and targets. He is providing good leadership for a very ambitious reform agenda.
- The commissioner has provided more exceptional outreach efforts than any previous commissioner and goes above and beyond in an effort to get his message out.
- The business community is very supportive of the commissioner's work. No matter what the event is where he is appearing, he delivers the same consistent message.
- His work with the major stakeholder groups has been outstanding and strong relationships have been established.
- He has established tremendous collaboration with the Education Professional Standards Board and the Council on Postsecondary Education. The commissioner, Phil Rogers and Dr. King are a powerful force. Additionally, the commissioner has established a good relationship with the Governor.
- The commissioner has distinguished himself on a national level through his work with CCSSO, engaging federal legislators in the discussion about reauthorization of the Elementary and Secondary Education Act and pursuing a waiver of NCLB requirements with swift speed. He has put Kentucky on the national radar and the spotlight.
- His use of performance metrics and deliverology allow him to stay focused on the work with very clear goals and objectives; this is an effective and transparent approach.

Next, Ms. Ramsey moved on to areas for growth and future goals as follows:

- In the current economic climate, the commissioner will need to have a continued focus on efficiency and doing more with less, as well as seeking out what is new and on the cutting edge in order to move Kentucky forward.

- Constant cultivation of positive relationships with superintendents is crucial to the success of the commissioner's and board's initiatives; 174 superintendents need to be on board with a sense of mutual respect.
- An increased focus on effective communication with Kentucky General Assembly members must occur. Building relationships with individual legislators should be a priority.
- To assist in getting the message out, the commissioner should add an emphasis in his communication efforts on meeting with editorial boards and any other media leaders across the state on a regular basis. This is especially critical due to the impact that the changes in Kentucky's education system will begin having in the next year.
- The commissioner needs to provide an increased focus in the area of making available minority superintendent candidates and mentoring them once they are hired.

Commissioner Holliday said it is an honor working with the board and the team here at the Department of Education. He pointed out that next year the board will need to make a decision on whether he is still the right person at the right place beyond four years.

Mary Gwen Wheeler said a conversation needed to occur about the personal goals the commissioner wants to set.

Commissioner Holliday replied that he will take the feedback from the board and develop goals to bring back to the board at the October meeting.

David Karem thanked everyone and said it had been a long two days but that all board members were committed to getting the work done.

ADJOURNMENT

Roger Marcum moved to adjourn the meeting and Judy Gibbons seconded the motion. The motion carried.